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ABSTRACT

Despite considerable federal support for educational innovations, few innovations persist beyond the period of federal funding. The non-persistence and premature termination of so many innovations make it desirable to determine managerial strategies that may work to ensure that innovations believed to make a difference in solving educational problems do persist. A study was conducted to determine the managerial roles (i.e., figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator, or negotiator) and levels of concern with change that characterize directors of innovation projects. Seven college projects were studied, using case analyses and questionnaire surveys of the projects' directors and organizational sponsors. Based on study findings about reported managerial roles and levels of concern, and their relationship with the stage of implementation and the nature of the innovation, several general recommendations for managing change were developed. These included: (1) project directors must be selected for their interpersonal skills; (2) organizational sponsors must be selected for their willingness to make difficult decisions and ability to make strategic plans; and (3) managers with skill in initiation and innovation development should govern an innovation at the implementation stage, while those with skill in monitoring and maintaining a program should govern the project at the institutionalization stage. (LL)

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Managing Change:
How Managers Describe Their Roles and Concerns

A Report of a Study

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Managing Change

Despite considerable federal support for innovation, few innovations persist beyond the period of federal support (Berman and McLaughlin, 1976). Yet the educational problems these innovations were developed to solve do persist and often become more intense (e.g., increasing the retention and achievement of high risk students). A number of studies of innovation implementation have charged administrators with responsibility for the failure of innovations to persist (Ross, 1951; Gross, Giacquinta, and Bernstein, 1971; Emrick, Peterson, and Agarwala-Rogers, 1977). Berman and McLaughlin (1976) find that administrative support is a "necessary but not sufficient" condition for persistence. Ensuring persistence willy-nilly as a goal by itself is hardly desirable, for there are many forms of non-persistence (Havelock, 1971; Levine, 1969, Rogers and Shoemaker, 1971). Yet, the non-persistence of so many innovations and their premature termination (i.e., termination prior to institutionalization and thus testing of the project in a fully developed form) make it desirable that managerial strategies be determined that may work to ensure persistence of those innovations believed to make a difference in solving educational problems.

Though few studies have explicitly defined the role of administrators in managing change, a number of more recent studies have noted that what an administrator does must be relevant to the stage of implementation of the change project (Lipham in Nash and Culbertson, 1977; Hall, 1978; Gross and Herriot, 1979; Reinhard, et. al., 1980). Using varying definitions of the stages of implementation and general categorical prescriptions for managers by stage, a more specific operationalization of managerial roles was needed than that provided by these studies.

Other research on innovation implementation has noted a distinction in the rate of persistence of different types of innovations. Various classifications have been proposed: process vs. product (Davis, 1979), simple vs. complex (Berman and McLaughlin, 1976), system-consistent vs. system-divergent (Berg and Ostergren, 1979), structured, semi-structured, and unstructured (Keen and Scott-Morton, 1978), routine, nonroutine continuous, and nonroutine discontinuous (Knight and McDaniel, 1979). It was Perrow (1967) who coupled the nature of the technology with the need for different types of managerial tasks. Knight and McDaniel (1979) hypothesized an ideal prescription for managers based on the nature of the information one has about the innovation, in other words, its relative routineness. Nonroutine innovations are innovations about which we have very little readily analyzable information. Instead, information is likely to be value-laden and the implementation will be more unpredictable. Continuousness of an innovation is the extent to which the procedures for implementing the innovation dovetail with existing practices and organizational norms. This conceptual model further contributed to the understanding of the nature of administrative functioning which framed this study.

A number of studies (notably Emrick, et. al., 1977; Reinhard, et. al., 1980) had found that administrators at different hierarchical levels must provide different degrees and types of support. Emrick, et. al., (1977) called for a "proximal gradient of support" (p. 113). This differentiation of tasks hierarchically formed the third independent variable for this study.

Yet it was the role of the administrator in managing change that this study sought to illuminate. If the above contingencies influenced administrators, how might their behavior be operationalized and measured to determine differences produced by the above contingencies? Using the theoretical model

of administration developed by Getzels and Guba (1957) which defined administration as a social process consisting of two distinct dimensions -- a role dimension and a personality or needs dimension (concerns), administrative functioning was operationalized for this study to include these two dimensions. Mintzberg (1973) conceived of the nature of managerial work as a gestalt of ten roles (Figurehead, Leader, Liaison, Monitor, Disseminator, Spokesperson, Entrepreneur, Disturbance Handler, Resource Allocator, and Negotiator). These roles and the innovation-specific tasks which logically follow from them formed the role dimension of administrative functioning in this study. Another dimension studied was the concerns of administrators about their task -- facilitating change. Developed by Hall and colleagues at the Research on Concerns Based Adoption Project of The University of Texas at Austin, this model depicts the concerns of users, non-users, and facilitators of change as moving in a logical progression over the course of a change project. This progression can be mapped by asking individuals a series of questions designed to assess their current feelings relative to the innovation or their roles. The concerns dimension taps a provocative dimension of administrative functioning not often examined. The stages of concern move from (lack of) Awareness, to Information, Personal, Management, Consequence, Collaboration, and Refocusing concerns.

These key contributors to successful or unsuccessful administrative functioning led to the framing of the central question of this study:

> What are the managerial roles and stages of concern about facilitating change which characterize administrators of persisting projects for different types of innovations, at different stages of the change process and at different hierarchical levels?

An Overview of Methodology

Research on innovation implementation has frequently lacked sufficient complexity (Dill and Friedman, 1979) to adequately examine this multi-variate phenomenon. This research examines a number of independent variables (stage of implementation, the nature of the innovation, and hierarchical level) as they affect the dependent variable, administrative functioning, which is composed of two dimensions (stage of concern and managerial role). This research also blends qualitative with quantitative data collection techniques in order to investigate the complex phenomena of administrative functioning in innovation implementation.

The design for this ex post facto study was descriptive and exploratory. Using a form of the case study described as story telling, the case analyses feature ". . . descriptions that are complex, holistic, and involving a myriad of not highly isolated variables; data that are gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration, and even allusion and metaphor" (Stake, 1978, p. 7).

In addition to the case analyses, profile analysis of individual and group data resulting from the responses of the two individuals (the Organizational Sponsor and the Project Director) to the two questionnaires used in this study was done. Seven innovation projects were selected using dimensional sampling from those community college and private liberal arts colleges funded by The Fund for the Improvement of Postsecondary Education (FIPSE) from 1975-1979.

Findings

Specific findings from this study are expressed in terms of the changes in the dependent variable, administrative functioning, which may be attributed to each independent variable.

Research Question 1 -- Do Organizational Sponsors and Project Directors report different managerial roles and stages of concern about facilitating change?

Organizational Sponsors

There does indeed appear to be a difference in the reported managerial roles and stages of concern of Organizational Sponsors and Project Directors. The most consistently high managerial role reported by Sponsors was that of Entrepreneur which appeared in the top three for four of the seven Sponsors. Of the other three, two had the Leader role among their top three roles. Tasks for Sponsors clustered in the decisional category (true of five of the seven). Sponsors do not appear to report lower task involvement than Directors but there is evidence of the hierarchical fading noted in the literature by Pattee (1971) in terms of the more goal or mission-focused perspective of the change project of the Sponsors. Theirs was a concern for the whole college and this innovation was a means of achieving broader goals. Finally, Sponsors had very different approaches to carrying out their Leader or Entrepreneur change roles. They ranged on a continuum from the more visible and active dynamic mobilizer to the less visibly active backstage entrepreneur who allowed innovations to "bubble up" from lower levels in the organization.

Figure 12

dynamic mobilizer Cases D, D	subtle manipu-lator Case A	collaborator Case G	backstage entrepreneur Cases E, F

Thus, though they reported similar role emphasis, their style and behavior would appear very different to participate.

Stages of concern do not appear to vary substantially on the basis of hierarchical level. Although the composite profiles are not identical, they

do peak on similar concerns -- Awareness, Management, and Refocusing (with a slight tail up).

Project Directors

The most consistently high managerial role for Project Directors was that of Figurehead (found among the top two roles for five of the six Project Directors). This emphasis may best be seen in the statement of two of the Directors "I am the project."

Like the role of Figurehead, the other interpersonal roles were dominant for Project Directors. In fact, but for two early stage projects where managerial roles were somewhat parallel for both managers, there was almost an inverse relationship in role emphasis between Directors and Sponsors. In other words, Sponsors tended to be low in use of interpersonal roles and high in decisional roles with Directors following the opposite pattern. Unlike the mission focus of Sponsors, Directors tended to be highly innovation focused. This emphasis was in part similar to the technical vs. goal-orientation often noted between first line managers and higher level administrators (Mintzberg, 1973). Yet, among these predominantly faculty-turned Project Directors, this focus appeared to cause some discomfort with the managerial part of this study (mentioned in fact by 4 of the 6 Directors). For Directors, there appeared to be a perception of a dichotomy between their functions as project implementers and project directors. Some resolved the dilemma by assuming a comprehensive interpretation of both roles and hence had considerable task involvement while at least one Director chose to see her role as that of a facilitator relying primarily on interpersonal influence to manage the project.

This role perception may also have influenced one other difference between these two managers -- though both had similar concerns, Project Directors had slightly elevated Information and Personal concerns. The Project Directors'

concerns profile thus becomes more like a typical new user profile (Hall George, and Rutherford, 1977) though perhaps higher in Awareness concerns than might be expected.

It can be concluded then, that there are important differences in managerial roles and stages of concern about facilitating change which appear to be explained by hierarchical level.

Research Question 2 -- Is there a stable relationship in the above regardless of the stage of implementation of the project?

When managerial roles and concerns of Sponsors and Directors are viewed at the two stages of implementation studied here, one finds that most of the differences revolve around the contrast between an emphasis on developing an innovation vs. maintaining the innovation. There is, therefore, not a stable relationship and differences related to stage of implementation do affect the relationship found between managerial roles and stages of concern for managers at different hierarchical levels.

Implementation

Among managerial roles, the former emphasis on Leader and Entrepreneurial roles for Sponsors and on interpersonal roles for Directors remains true. There appears to be a higher task involvement by both administrators at Implementation. The stages of concern for both administrators are lower in intensity than at institutionalization yet there is also greater variance among the concerns expressed. There is also a greater peaking of intensity on Management and Refocusing for both administrators, suggesting the possibility of greater stress in their role as change facilitators.

Institutionalization

With institutionalization there is an increased emphasis on the Monitor role by Project Directors and the Disturbance Handler role for Sponsors. These roles imply a greater emphasis on maintenance functions for the innovation. Similarly, the higher decision role emphasis for Sponsors may suggest that the project has moved into a more routine management arena for them, while the elevated task involvement of Directors suggest that the project may now be more fully their responsibility in the traditional unit manager fashion. At institutionalization, both administrators report higher Awareness and Management stages of concern (especially Project Directors) -- a fact which may reflect their perception that facilitating this change is no longer of concern to them. They've made it routine for them and/or moved on to other things.

Research Question 3 -- Does the nature of the innovation generate a particular profile of managerial roles? of stages of concern about facilitating change?

There appears to be a significant difference among managerial roles and stages of concern which may be attributed to the nature of the innovation. Findings for each type of innovation will be presented.

Routine

There is higher task involvement for routine projects with greater emphasis on each of the managerial role categories (Interpersonal, Informational and Decisional) making management of Routine projects more consistent with Mintzberg's (1973) original conception of the role categories as representing a gestalt of managerial work. The Figurehead and Monitor roles are highest for Routine innovations. Among the stages of concern, project administrators of routine projects evidenced greater Information concerns than for other

projects and less concern for Refocusing. Once again, the concerns also support the image of a more stable project.

Nonroutine Continuous

Projects in this innovation classification evidence the lowest task intensity and the lowest intensity concerns. There is also a greater emphasis on the Resource Allocator role than with the other innovation types. When contrasted with managers of nonroutine discontinuous projects, these project managers place less emphasis on the Entrepreneurial role. Though project managers for all projects peak on the Awareness stage of concern, project managers for nonroutine continuous projects have much lower intensity Management and Refocusing concerns than those of nonroutine discontinuous projects. Their Management concerns are elevated in contrast to routine project managers' concerns.

Nonroutine Discontinuous

Based on case reports, we may observe that these projects appear tenuous throughout their history and are characterized by much more dramatic ups and downs than projects of other innovation types. Typically, they were begun and/or maintained via a mandate or a similar power strategy. In each nonroutine discontinuous project, the project history revealed repeated attempts to reshape the innovation toward a more routine configuration -- either through eliminating components, defining and limiting components that might otherwise be more open-ended in terms of their application, using material already developed, streamlining organizational or management procedures, etc. For nonroutine discontinuous projects, there is elevated management effort required by both managers, as well as a similar role emphasis. For the Organizational Sponsors, the Entrepreneurial role is most characteristic and

the Leader role is higher than for either of the other two innovation types. Project managers for nonroutine discontinuous projects had higher intensity concerns with clear peaks on Awareness, Management and Refocusing. More than any other project type, these projects had significantly high Refocusing concerns, illustrating that they were seriously considering abandoning the innovation.

The nature of the innovation appears to account for differences in managerial role emphasis, principally through an increasing emphasis on discretionary tasks as one moves from routine to nonroutine and an increasingly elevated intensity of concerns.

Research Question 4 -- Is there an interaction between the managerial roles and the stages of concern about facilitating change for Organizational Sponsors and Project Directors at the different stages of the change process?

No real interaction between managerial roles and stages of concern can be discerned. Since nine of the thirteen managers clustered at the Awareness stage of concern, it is difficult to draw conclusions about any relationship, particularly since the interpretation of the Awareness stage of concern is so varied. Further study with a larger sample is needed to determine the nature, if any, of this interaction.

Hypotheses, Conclusions and Recommendations

What follows are a series of hypotheses and conclusions regarding the nature of administrative functioning during the change process which have evolved from close examination of the findings of this study.

The more nonroutine discontinuous the innovation, the more unpredictable and nonroutine will be the nature of management functioning.

With the emphasis among nonroutine projects on Leader and Entrepreneur

roles comes an emphasis on greater discretionary behavior on the part of Organizational Sponsors. At this stage management is as experimental as the innovation being implemented. With the elevated involvement in Disturbance Handling, the potential for resorting to a reactive role rather than proactively designing alternative solutions seems possible as a reponse to the ambiguity created by nonroutine discontinuous projects.

The more nonroutine discontinuous the innovation, the more stressful the management role.

The stages of concern of both Project Directors and Organizational Sponsors were increasingly high in intensity in both Management and Refocusing for nonroutine discontinuous projects. Managers with this profile compare to users at a Mechanical Level of Use -- a stage where the innovation is ineptly being used -- where the procedures for using it are still not well understood nor mastered (Loucks, Newlove, and Hall, 1976). Studies of users at this stage (Stage 3 -- Management stage of concern and Level 3 -- Mechanical level of use) have shown that it is often so uncomfortable that, unless they are able to move to routine use, most will abandon the innovation. The stages of concern profile noted above for change facilitators may well serve as an early warning that the innovation leader is considering abandoning the innovation. Certainly it signals a need for support and additional help in managing the innovation. It describes a stressful condition that requires relief.

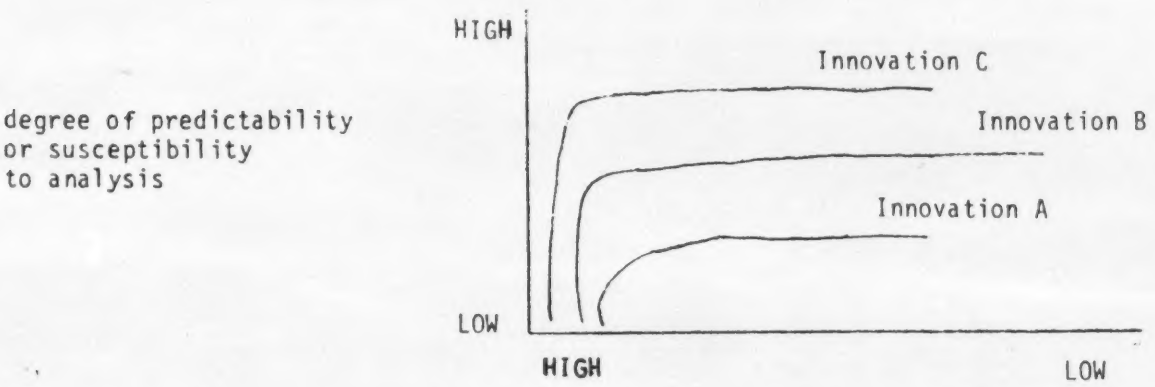
Innovation leaders must vary their tasks or support for the project in terms of the stage of implementation, their hierarchical level, and the nature of the innovation.

Each of these characteristics will impact the needs of the project -- i.e., early stage projects will need more active leadership and strategic interventions

while later stage projects need more monitoring and overall maintenance. Yet, simple prescriptions of managerial tasks will not suffice for so complex a phenomenon. Even in this small sample were examples of more confounding characteristics of innovation implementation:

a. the nature of the innovation may change over time. Indeed, if the basic principle that there is a press toward routineness (Thompson, 1967) is accepted, then the innovation should be gradually evolving toward a routine innovation. Even in this movement, however, there are subtle differences that will affect the manager's ability to gain control over the innovation. It may be that some nonroutine innovations have an intrinsic nonroutine or analytic floor below which no level of effort can make them move toward further routineness. See Figure 41.

FIGURE 41



(adapted from Sutherland, 1975)

In such a situation, the task of the manager becomes even more complex. She must determine whether or not she can afford to maintain an innovation that requires a constant high level of additional effort to implement such as Innovations C or A in the above Figure. Full institutionalization of an innovation such as A is never possible without systemic change since even with a

high level of expenditure of effort and resources, it remains unpredictable and nonroutine.

In addition, she must determine which innovations have this intrinsic quality. At the very least, a manager must be able to determine when an innovation is routine and/or becoming more routine. She must be alert to the evolution toward routineness and adapt her functioning accordingly. So different are the needs of projects that have evolved through institutionalization to routineness that some have suggested that different people should manage the change project at this stage (e.g., Theobald, 1979). Indeed, the transition to a maintenance-oriented from a more development-oriented administrator could be inferred from respondents' descriptions of project history in two of the three projects at institutionalization.

b. Similarly, the stage of implementation may change. Certainly it is not merely a function of time. By placing a project in the midst of a long term, traditionally supported program, two colleges were able to accelerate the implementation process. When others chose to greatly revamp their projects, they were thrown back rot to initiation but to implementation, with corresponding changes in the tasks of the innovation leaders.

The Figurehead role is an important aspect of innovation leadership.

The Figurehead role is that role of a manager that requires that she confer status on the project through her presence and through the messages conveyed to the organization on the importance of the project. Mintzberg (1973) found that this role is often overlooked by managers yet is was rated first or second by nine of the thirteen respondents in this study. Perhaps because this is an innovation, hence an unusual phenomenon in the college, it needs representing to others. Similarly, since each of these projects was funded by a federal agency and was nationally visible, representing the

the project would be an important part of the role of a FIPSE Project Director. It may also be that the Figurehead role is an important managerial role generally, but it certainly appears to be the consensus of this sample that it is characteristic of their role as innovation leaders.

The degree of commitment and support needed from an Organizational Sponsor escalates with the degree of nonroutineness of the innovation to be implemented.

The often-repeated statement in the literature of innovation implementation that one must have managerial support (Emrick, et. al., 1977; Gross, Giacquinta, and Bernstein, 1971, etc.) for an innovation may be an oversimplification. In two of the cases where the innovation was nonroutine, both Project Director and Organizational Sponsor indicated almost identical role emphasis suggesting at least the perceived need for double effort in key role categories. Similarly, the elevated task effort of both managers for nonroutine discontinuous projects also suggests that these projects are more demanding of administrative support and by contrast, particularly of support from the Sponsors. Sivage, et. al. (1981) suggests the existence of three categories of intensity for advocacy: Being There, Active Involvement, and Integration with Institutional Mission. Findings from this study suggest that Active Involvement at a minimum is needed for nonroutine projects.

Turnover in project leadership is not necessarily a critical factor for nonpersistence of an innovation.

Turnover of project leadership has been cited as a contributing factor to the nonpersistence of educational innovations (Baldridge, 1979; Pincus and Williams, 1979). Yet five of the seven projects studied had experienced turnover in one or both roles and the other two colleges indicated that they too were considering a change in leadership. It may be that turnover is fairly

common among both persisting and nonpersisting change projects. What a manager does may be more important than who does it. This role replaceability is a basic characteristic of socio-technical systems (DeGreene, 1973).

Certain extrinsic characteristics of a project's setting and history are inextricably tied to the intrinsic characteristics of innovation in determining the nature of an innovation.

The nature of an innovation appears to be at least partly in the eye of the beholder. A priori classification of projects on the basis of intrinsic innovation characteristics proved inaccurate. A project originally selected for this study as routine emerged as the most nonroutine discontinuous project in the study because the setting was so unusual and formidable for implementing an innovation that would not have been that unusual in most other collegiate settings. Another project was originally selected as an early stage routine project but was almost improperly reclassified as nonroutine based on the description of the Organizational Sponsor of the project. After repeated probing, it was discovered that he found the characteristics of nonroutineness to be desirable attributes (lack of precise definition, complexity, etc.) which he wanted to ascribe to "his" innovation. It was only after interviewing the Project Director and analyzing project documents that a gestalt of the nature of the innovation could be formed that enabled correct classification of this innovation.

Resource Allocation is the critical task for managers of nonroutine continuous projects.

Located between two extremes, nonroutine continuous projects share many of the traits of both routine and nonroutine discontinuous projects. Yet, there is an important central attribute which leads to an emphasis on the Resource Allocator role. Because they are both a nonroutine practice which

generally places them out of the budget mainstream yet also a continuous part of organizational procedures, budget stabilization becomes a critical, on-going necessity.

The role definition of Project Directors influences the intensity of their subsequent administrative functioning.

When Project Directors perceived an element of their role to be managing the project, they were more likely to be more intensely involved in the administrative roles identified in this study as supportive of innovation implementation. They were more likely, for example, to be using "lock in" strategies early on to lock the innovation in to traditional procedures. Three Project Directors were disseminating information to other colleges or departments almost from the first, meeting with other departments to build linkages and support for the program, and actively seeking a more stable institutional funding base. By contrast, two Project Directors (both from early stage projects) who saw themselves exclusively as implementers were engaged in designing the program and its materials plus recruiting students for their special parallel programs. Though necessary activities, without the other administrative tasks, these activities keep the project as an ad hoc part of college operations. It may be that these activities are as dichotomous as the above Project Directors perceive them to be (i.e., one is either a manager or an implementer) or that one's role changes with each stage (e.g., at initiation, the role is essentially change facilitation; at impelementation, it is more clearly that of first line manager.) Or it may be that Project Directors must arrive at a synthesis of these two functions in order to fulfill the requirements of installing an innovation.) For the one Project Director who best illustrates this role synthesis it is clear that such a gestalt results in a very demanding, high productivity role. Certainly the presence of other users/

implementers will affect this role decision, but it is at least apparent that multiple roles are possible at this first line level and that the role perception of the Director will affect how she carries out the innovation leadership tasks.

The Fund for the Improvement of Postsecondary Education has sponsored the invention of more routine forms of nonroutine innovations.

In three of the projects used for this study, there was evidence of "seeding" from other projects that had begun using the innovation in question earlier. One project was using materials and procedures developed by other FIPSE-funded projects which enabled them to move quickly through the innovation definition stage. Another project had used consultants from more advanced FIPSE projects within the same innovation category. A third project reported that a FIPSE project officer had encouraged them to streamline the innovation to fewer components -- again an aid to routinization of the innovation.

The methodology employed in this study gives credible results.

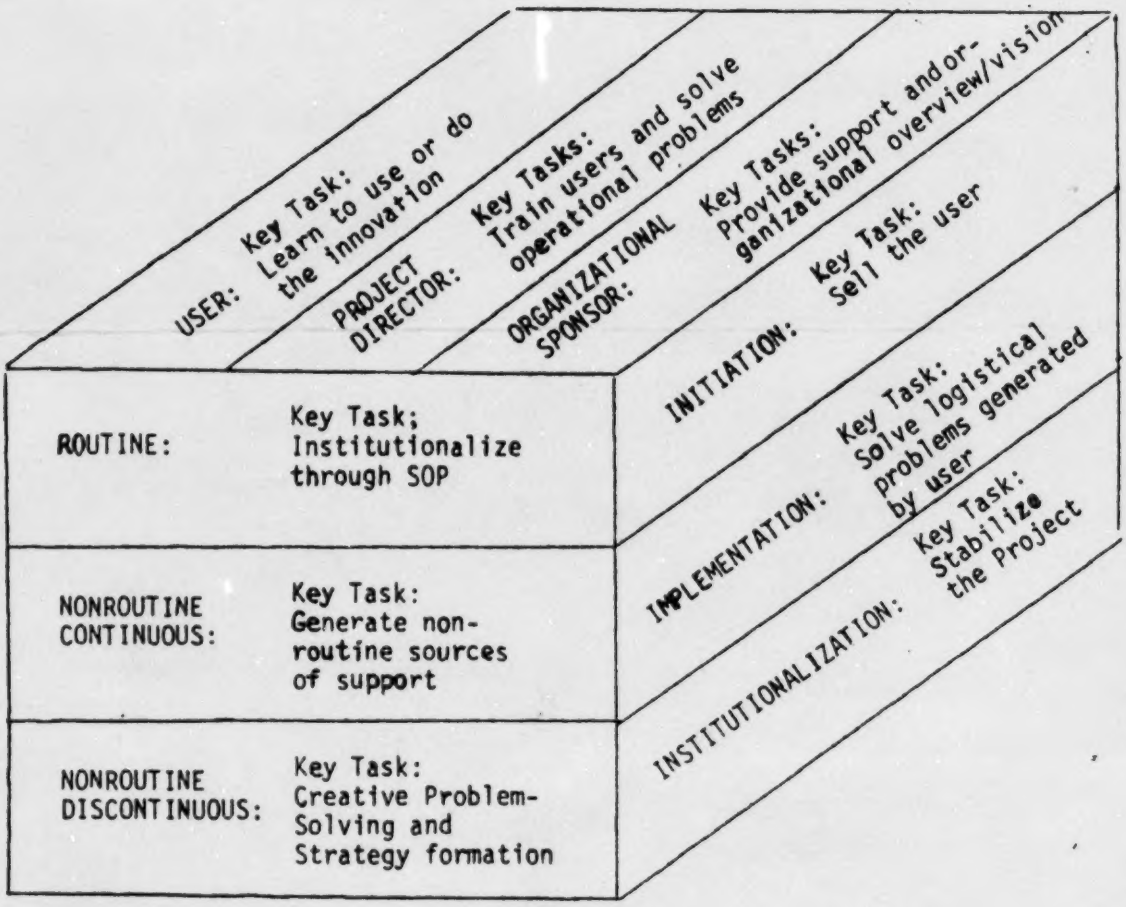
Based on feedback from respondents, experts and personal analysis of the data, the different methods used in this study yield rich and meaningful information regarding administrative functioning. The questionnaires measure important dimensions of administrative functioning relative to innovation implementation. Several respondents, upon completing the questionnaires, specifically mentioned the sense of thoroughness they had regarding the coverage of their role in managing the innovation. Further, the interviews alone did not provide sufficient information to allow more than high stage scoring (the lowest form of profile analysis -- Hall, George, and Rutherford, 1977). Thus the combination of project-specific examples drawn from the interviews and the more generic role profiles gleaned from the questionnaires provided a better and more comprehensive portrait or project leadership than either data collection tool by itself.

Continued refinement and validation of the methodology used in this study should be done. Further use of the technique with different groups, larger numbers of respondents and in different settings should be made.

Recommendations

Several general recommendations for managing change follow from this study. At the organizational level:

1. Managers must be selected at the Project Director level for their interpersonal skills -- their ability to get things done through people.
2. Managers must be selected at the Sponsor level for their willingness to make tough decisions and their ability to make strategic plans.
3. Managers with skill in initiation and innovation development should govern an innovation project at the implementation stage.
4. Managers with skill in maintaining a program -- especially in monitoring the project, handling disturbances, and allocating resources should govern the project at institutionalization.
5. Managers should be provided training in identifying the nature of the innovation, the stage of implementation, and a project's unique hierarchy and their consequent implications for managerial support.
6. At implementation, it may be important to provide reassurance to Project Directors regarding their ability to handle their role to alleviate Personal concerns.
7. When the innovation is nonroutine, the innovation project should be placed under the sponsorship of someone who is able to invent creative entrepreneurial solutions to implementation problems.
8. With nonroutine innovations, strategies from top management to reduce stress may be helpful (e.g., relaxed time lines, additional support staff, routinization of management procedures).


USER: Key Task: Learn to use or do the innovation
PROJECT DIRECTOR: Key Tasks: Train users and solve operational problems
ORGANIZATIONAL SPONSOR: Key Tasks: Provide support and/or- ganizational overview/vision
INITIATION: Key Task: Sell the user
IMPLEMENTATION: Key Task: Solve logistical problems generated by user
INSTITUTIONALIZATION: Key Task: Stabilize the Project
ROUTINE: Key Task; Institutionalize through SOP
NONROUTINE CONTINUOUS: Key Task: Generate non- routine sources of support
NONROUTINE DISCONTINUOUS: Key Task: Creative Problem- Solving and Strategy formation

A Summary of Leadership Tasks Which Emerge From This Study

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